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ABSTRACT

Five papers from a 1982 workshop entitled "Have You Ever Thought of Being a Dean?" are presented. The workshop is part of the Continuing Education for Nurse Academic Administrators Project of the American Association of Colleges of Nursing. After a foreword (Marion I. Murphy) and an introduction (Betty M. Johnson), "The Dean as Administrator: Roles, Functions, and Attributes," (Phyllis Drennan) is presented. Two major responsibilities of the dean are discussed: as chairman of the faculty and executive officer of the college. Next, "The Dean as Scholar: Clinical Competence, Teaching, Research, and Publication," (Helen K. Grace) suggests that the administrative work of the dean demands the discipline and orientation of the scholar. In "The Dean as a Person: Rights and Responsibilities," Valencia N. Prock discusses her individual style as a dean using her large university as an example. "The Dean as Colleague: Dean, Student, Faculty, Administrative Relationships" (M. Jeremy Buckman) emphasizes the importance of creating an environment of collegiality for other deans, faculty, students, and administrators. Finally, "Challenges for Nursing Administrators" (Jeannette R. Spero) suggests that a current challenge is reaffirmation of the relevance of collegiate education in nursing. (SW)

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American Association of Colleges of Nursing

Continuing Education Project

A Monograph Sequel: Have You Ever Thought of Being a Dean?

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Foreword

***MARION I. MURPHY**, RN, PhD, is Executive Director of the American Association of Colleges of Nursing. She served as Dean and Professor, School of Nursing at the University of Maryland-Baltimore from 1967 to 1978.*

Repetition of a program theme that previously met with an enthusiastic reception can be a hazardous undertaking. Yet the authors of the papers presented in this monograph bring fresh points of view and add their unique contributions to the theme, "Have You Ever Thought of Being a Dean?"

In sharing her feelings and experiences about *The Dean As Administrator*, Drennan cites two major responsibilities inherent in the role of the dean: chairman of the faculty and executive officer of the college. While half apologizing for the weight she gives to planning, Drennan illustrates its importance at the present time when colleges and universities are facing serious changes and the survival of some programs is being challenged. Nursing deans "must learn to think differently and to develop a better way of staying alive."

Grace's discussion of *The Dean As Scholar* portrays the administrator as needing sufficient grounding in practice, research, and education in order to be identified as a true leader by faculty and administrative peers. A dean must demonstrate understanding of the nature of the work and recognize that orchestrating the work of faculty is both an art and a science. She feels that all too frequently this aspect of scholarliness is ignored or left to chance. Grace perceptively examines a strategy to bring together nursing faculty and staff in clinical practice centers.

Grace states, "A key factor in succeeding as dean is being able to step back from the fray to get a conceptual view of the problem you face." Training as a researcher and scholar provides that essential point of view. She recommends setting aside time every week for writing in order to maintain a personal sense of competence and accomplishment. She makes a strong case that the administrative work of the dean demands the discipline and orientation of a scholar.

Prock's presentation of *The Dean As A Person: Rights and Responsibilities* is a frank account of the way it is, using her large university as an example. The dean serves at the pleasure of the chief administrative officer generally for a five-year term with review anticipated before reappointment—except in her case. Although she invited evaluation at five and ten years, it didn't happen. The Chancellor's response was, "You don't know it, but we're evaluating you everyday."

There is no job description for the dean. Prock points out, also, that there is no consensus about a prescriptive pathway to becoming a dean, specifically an effective one. Prock discusses her individual style: openness and full disclosure of information, simple and direct language, and limited use of memos. She provides a list of rights and responsibilities, always practical, sometimes hilarious. "The dean is the symbolic leader of the school of nursing," Prock says, adding that "the dean is not the star; individual faculty members are the stars."

Buckman's paper, *The Dean As Colleague*, includes student, faculty, and administrative relationships. She stresses that the dean must work consciously toward creating an environment of collegiality, for in each category of potential colleagues—other deans, faculty, students, and administrators—there will be both advocates and opponents. And yet her advice, "to survive in academia the dean must learn to accent the positive and eliminate the negative," has an encouraging ring. Similarly, she advocates the importance of maintaining a colleague relationship with other deans in the institution, while implying that defending one's own turf and individuality can require a delicate balance. The visibility of the nursing dean on campus is of prime importance in building and maintaining collegiality. Attendance at a wide variety of social and professional meetings that involve students, faculty, alumni, and administration is a requirement that probably does not appear in a dean's job description. Buckman gives the impression that she enjoys this aspect of the deanship and considers it valuable, regardless of the investment of time and energy. Her approach to the problems and rewards of deaning shows evidence of coping despite inevitable ups and downs. Her closing statement illustrates her support of collegiality, "Regardless how often the dean thinks that the job could be accomplished more efficiently as a committee of

one, the theme song of the dean must be 'No Man Is an Island'."

Spero's assignment, *Challenges For Nursing Administrators*, opens with a provocative question: when someone is able to master all four components of the dean's position, "does the challenge of the decanal role diminish?" She qualifies her response with several *if's* but then declares, "Each year, each month, each week, and even each day, bring events that test a dean's ability to perform with efficiency and accountability. Of even greater importance to the dean who strives to perform with vision and with flair, is the art of anticipating and preparing for such events." Spero provides a rationale that undergirds the four aspects presented in the previous papers by declaring, "As I consider both the internal and external variables that influence academic nursing, I believe that the most pressing challenge facing deans, now and in the future, is reaffirmation of the relevance of collegiate education in nursing." She cites how changes in the student population, such as the recruitment of second career candidates, affect faculty roles. Programs to assist faculty to modify their roles are essential if different types of learners are to succeed. Her discussion endorses the aspects of the dean's work highlighted in previous papers—planning, orchestrating, humanizing, and relating—but also suggests further challenges that come with changing times. Collegiate education for nursing is in a vulnerable state in these times but Spero's approach, along with those of Drennan, Grace, Prock, and Buckman, gives confirmation that it also is in good hands.

Introduction

***BETTY M. JOHNSON**, RN, PhD, is Director of AACN's Continuing Education for Nurse Academic Administrators Project. She was Dean and Professor of the College of Nursing, University of South Carolina-Columbia from 1975 to 1980.*

Have you ever thought of being a dean? Many nurses have. At one time the nurse educator who thought about being a dean could do little else but think about it, until appointed to a dean's position. There was a dearth of literature about deaning and educational courses were hard to find. What a deanship involved and an individual's ability and potential for success in the role were discovered only after months and years in the position. And, in some cases, it was too late then.

The Continuing Education for Nurse Academic Administrators Project, which began in 1979, was the result of more than six years of discussion and exploration to help resolve the deanship crisis in nursing. Deans of nursing gave serious thought to both the responsibilities of their positions and the need for preparing a cadre of capable successors. The Project was initiated to establish a continuing education system for preparing new and prospective deans and for assisting experienced deans to gain knowledge and new skills. The intent was to incorporate the system into the regular activities of the American Association of Colleges of Nursing.

During 1980-1981, six regional workshops entitled "Have You Ever Thought of Being a Dean?" were offered to 207 new and prospective deans of nursing. Subsequently, numerous requests to repeat the workshop were received and an offering was scheduled for November 7-9, 1982 in St. Louis, Missouri. The format for the earlier workshops was highly successful, however, a self-supporting system that could continue after the end of the grant funding was needed. Evaluations of participants from the first workshops were studied and a number of revisions were incorporated that reflected their suggestions as well as the tight economy in higher education. Rather than two sessions six months apart to allow for independent study, one slightly longer session was scheduled and a pre-workshop reading assignment was made. Unfortunately, this change eliminated the opportunity for participants to conduct projects under the mentorship of one of the faculty. Participants in the 1980-81 workshops worked with one faculty member only and indicated interest in having contacts with a number of the dean faculty. What the 1982 participants lost from the deletion of an extended one-to-one relationship, they gained in a greater breadth of contacts. And what they lost from only one paper on each role component, they gained in an additional paper, *Challenges For Nursing Administrators*, that blended the four views of the dean's role into a single entity to enable them to face new challenges. Actually, the forty-one participants at the St. Louis workshop had an extra measure of workshop content. The twenty-four papers from the 1980-81 workshops, which were published in a four volume series, constituted the required reading for both faculty and participants in 1982. To cap the workshop, the faculty simulated a job interview, with Val Prock playing the role of dean applicant, stimulating considerable discussion and providing an enjoyable final session.

Both faculty and participants are essential elements in the success of a workshop. The five dean faculty eagerly accepted the invitation to participate in this workshop. The choice of faculty for the workshop was based primarily on the reputations of these experienced deans in one or more of the role components. All could have excelled in any one of the topics; each brought a bit of herself to the workshop and the small group sessions. The thoughts of each dean were stated so succinctly that a sequel to the earlier monograph series was deemed essential.

If participants for a workshop could be hand-picked, criteria would relate to enthusiasm, interest, friendliness, and scholarly inquisitiveness. The self-selected group attending this workshop demonstrated all these characteristics as well as the ability to work together and stimulate other participants and the faculty. And all these characteristics will sit well when they move into deans' positions!

This publication illustrates only a small portion of the workshop. Each participant was involved in three or four small work groups, each session with a different dean as leader. Although the groups met in close proximity in the same room, the members formed an interactive network. After the presentation of each of the first four papers, new groups were formed and a new network developed. Discussion

sessions buzzed from start to finish without pause. And then, discussion continued into coffee breaks, lunches, dinners, and even to the top of the famous St. Louis Arch! With many participants and several faculty travelling directly from the workshop in St. Louis to another nursing meeting in Cincinnati, the dean's role continued to be a major topic of conversation almost as if a post-workshop conference had been scheduled.

These papers are tangible outcomes of the workshop, the Project, and the efforts of the member deans of the American Association of Colleges of Nursing. Following the initial offerings of "Have You Ever Thought of Being a Dean?" review of the 207 participants revealed that 22 of them, 11 percent, had been appointed to dean, director, or chairperson positions—another tangible outcome. Additional participants had been appointed to assistant and associate and other executive positions. We would like to think that the papers and interactions at the workshops, in a small way, have helped to relieve the crisis in filling these leadership positions. And more importantly, for the individual, that the workshop experience makes the initial days in the dean's position a little more familiar and a little less awesome.

The Dean As Administrator: Roles, Functions, and Attributes

PHYLLIS DRENNAN, RN, PhD, is Dean and Professor, School of Nursing, University of Missouri-Columbia. Formerly, she was Dean of Nursing, University of Northern Colorado, Greely.

I was intrigued by the preface, overview, and introduction to *The Dean as Administrator: Roles, Functions, and Attributes* (AACN 1981). Careful study of the content areas—roles, functions, and attributes—reflects the magnitude, complexities, misconceptions, and expectations of the decanal role. I eagerly studied the six papers in the monograph. Collectively, they provide an exceptional overview of the dean's administrative role and the issues related to shared authority in governance. I am proud and, at the same time, in awe of the accomplishments and successes of the six authors.

When I studied the papers individually, I wondered what on earth I might add to them. Elizabeth Grossman describes succinctly the history of management thought and the functions of the administrative process. Patty Hawken's candid remarks about budgeting and the dividing line between administration and faculty responsibility are particularly pertinent. I found myself saying bravo to her "Rule Number Six—Don't take yourself too seriously." Nan Hechenberger's discussions about communication patterns and organizational climate are well documented by her experiences. Val Prock reminds me that the dean serves at the pleasure of the chancellor. I tend to forget that, especially when some faculty intimate that I serve at their pleasure. I suspect both views are partly true. Prock's discussion prompted me to write in my study notes: who is the dean? who am I? I think I know who I am. Mary Reres' perspective on *insurmountable opportunities* was intriguing; the very words are antinomies. Her presentation very clearly describes the risk-taking behaviors needed for survival. Finally, Doris Yingling's ABCs of reality are right on target; I especially identified with her comments about minutia.

In no way can my remarks about these papers do them justice nor was it my intent to synthesize the papers. I predict that you will study and use them over time. I know I will since I consider the monograph series a valuable addition to my library.

I would be remiss if I did not mention a person who has influenced my deanship, Mary Kelly Mullane. I value the interactions I have had with her and the papers she presented at the Deans' Summer Seminars over the years. Mullane (1980) emphasized the fact that the role of the dean encompasses two major responsibilities of chairman of the faculty and executive officer of the college. The chairman provides leadership for guidance and direction of the faculty while the executive officer is responsible for the organization and administration of college operations.

Over the past nine years I have sought to increase my understanding of organizational and leadership phenomena. As a dean, it seemed imperative that I continually develop my knowledge, skills, and abilities as a leader and my understanding of the organization. Some of my colleagues and friends have been annoyed by my emphasis on administration, leadership, and organization since they do not perceive these interests as being related to nursing. My dissertation research (1974a) was on Likert's management systems and faculty evaluation. I continue to study the organization, since one of the functions of the dean is to improve the effectiveness of the nursing unit.

Administrative Parodoxes

There were two phrases in the monograph (AACN 1981), one in the series overview and one in the introduction, that guided my study, reflection, and writing for today's remarks: "no nonsense look at the deanship" and "begin now and see administrative theory come alive." I accepted these two notions as a good place to begin. Therefore, my remarks about the dean as administrator will focus on paradoxes, antinomies, inconsistencies, and contradictions. For some deans the administrative role may involve just managing the paradoxes. For others it means first facing the contradictions and then learning to manage them. One of my major doctoral professors at the University of Iowa hinted many times that when you find yourself in a situation in which you do not know what to do, use theory to gain power. Theory and theoretical models may assist deans to reduce uncertainty.

Lewin (1951) suggested years ago that the best theory is the most practical.

My biases, too, suggest that planning is important and should consume more of the dean's administrative time than is commonly believed. Frequently, time to plan and to think competes with and loses to discontinuities, overloaded agenda, overlapping lines of authority, and conflicts among constituencies. All prevent a dean, as the executive of a school, from acting and thinking sequentially. As Cousins so aptly said (1974), "to live with constant discontinuity and to have to engage in unremitting arbitration are discouraging and paralyzing experiences for anyone in a position of leadership." A leader must deal with causes and effects. Deans cannot isolate themselves from the organization to make time for thinking. Cousins (ibid.) suggests that we need to think through, develop, and clarify the underlying philosophy and governing principles of our office—a function of the dean.

When deans attempt to clarify philosophy and governing principles, they face the same task that the organizational theorists confront, who attempt to discover a rational paradigm for organizational management. Frequently, management philosophy is used synonymously with value systems to denote the base upon which organizational objectives and policies are built. As managers deans usually have value systems similar to faculty and these value systems probably correspond to those of society at large. However, there is an expectation that administrators modify values until they are consistent with the purposes of the organization. Herein lie the complexities and antinomies of the individualistic ethic and the social ethic, two systems that influence management thought. The issues this dilemma has raised have not been resolved by scientific management, Weber's bureaucratic model, a human relations perspective, or the collegial mode. How do administrators balance freedom and constraint in the organization? How do they create a structure that ensures optimal social cohesion along with maximum individual freedom and still meet institutional goals? Perhaps one of the dean's primary roles is to encourage this kind of thoughtful appraisal within the organization.

Administrative Planning

It is not my intention to discuss theory apart from the administrator's role. I will mention some theorists briefly and then describe their influence on my administrative practice. I (1974b) try to use Karl Mannheim's theory of social change in my planning and administering functions. I like the framework because it recognizes some of the paradoxes we live with, for example, the changes that result from the increase in the size of academic units. In nursing education we have moved from small single-purpose units to large, complex ones. Most of us exist in departments, schools, or colleges that are located in diverse institutions. Relationships between and among the individual, the basic unit, and the larger unit cannot be easily defined morally. When we are dominated by large institutions, planning and interdependency are inevitable. In large units there are fewer and fewer events that the individual can attend to and, consequently, fewer and fewer people see the total picture. Mannheim (1940) claims that we have not paid enough attention to this shift to larger units. Large units operate under more stringent codes, whereby small units tend to rely on habits, attitudes, and customs. Intellectually, deans must recognize and understand what is happening as the size of the institution changes. They must learn to think differently and develop a better way of staying alive.

Planning is also necessary when we increase the density of events, such as increasing the number of students in a program or the terminal objectives in a curriculum. No one faculty member can control all events nor can each one do his or her own thing. Hopefully, there is consensus about a plan before it is implemented. When we increase the density of events, we also increase the number of occurrences that must be regulated or controlled. The use of stop lights at major intersections can be used as an analogy. An increase in the number of cars using a given intersection during a specific time period increases the need for a deliberately planned traffic pattern to control the independent actions of individuals using the intersection.

Planning involves mastery, control, and coordination of specific events. Correlational as well as linear thinking must occur. In essence, planning is looking at the complete structure of an event to find the key positions from which that event can be mastered, and then determining outcomes of any intervening action. Deans cannot avoid this process. They have only the choice of whether to do it themselves or allow someone else to plan for and regulate them. Mannheim claims, however, that with planning and integration, independently contrived individual plans can coexist with interdependently contrived plans if the former predominate (Drennan 1974b). Mannheim places great emphasis upon education in our society. He also suggests that freedom is only found within a framework of order that is built upon rational organization of an intellectual nature. His major works were *Ideology and Utopia* (1936) and *Man and Society in an Age of Reconstruction* (1940). Using Mannheim's framework, I try to avoid planning half way. For instance, recently the faculty redesigned the undergraduate curriculum without planning for resources. Needless to say the problems stemming from that oversight require a major portion of my attention right now.

While you may think that I have spent too much time talking about planning, this phenomenon will have greater importance in the 1980s as nursing education faces decreased financial resources and increased pressure of accountability. In 1975 Bennis wrote "that today's supreme challenge for higher education is quite simply, survival." Seven years

later the future looks no brighter and the challenge remains. Conflict resolution will be more difficult in contracting organizations than in growing ones. There is minimal research and literature about contracting or constant size organizations. Cyert (1978) suggests that constant size also may mean that revenue is fixed.

Deans have an important role and function in the financial management of the school; in the monograph papers (AACN 1981) each dean emphasized this function. The dean also has a responsibility to share data about budget constraints and paradoxes with faculty. One example of a budgetary paradox is the tradition of supporting teaching through internal funding, that is, the university budget, while relying on external resources to fund research. The critical question is how the research focus can be preserved when strategies for allocating internal funds are enrollment driven, such as, cost per credit hour or student and faculty FTEs'. It may be necessary to subsidize research with the university budget, albeit at the expense of teaching. When choosing priorities, issues must be ranked.

I vividly recall experiences at two universities. At one I had to design a zero-based budget and, at the other, a counter approach to a recommended $500,000 reduction without changing the program's size and scope. Often, the pressures on the office of the president and the chancellor define the activities of the dean's office. Perhaps Mannheim is correct in his prediction that independently contrived plans can coexist with some degree of planning via their deliberate integration into interdependent plans (Drennan 1974b). For a thoughtful paper on the management of universities of constant or decreasing size, I recommend an article by Cyert (1978) in *Current Issues in Higher Education*. Cyert contends that it is imperative that the university be well managed when the organization is contracting. The implication is that there will be a growing tendency toward bureaucratization.

This suggests another antinomy; we are organized along two structural models, the so-called collegial and the bureaucratic. Knowledge-generating organizations such as schools of nursing turn the familiar organizational chart upside down. The faculty, who are the professional specialists, comprise the top layer of authority while subordinate administrators coordinate organizational activities.

Faculty-dean relationships are not all that one-sided. McCarty and Young (1981) using Adams' clarification of the issue, offer two antinomies pertaining to the dean's relation with faculty:

(a) the faculty is the university; the faculty are employees of the university.

(b) the administration is the master of the faculty; the administration is the servant of the faculty.

The antinomies posit that faculty want both strong leadership and the absence of leadership. In spite of this, faculty must recognize that together each part of these antinomies is true; separately, each is false.

This same thinking can help put the twin issues of autonomy and accountability into perspective. The public needs to appreciate that when the faculty identifies itself as the university it commits itself to the search for truth for the sake of society in general. At the same time, faculty are responsible to the people who pay their salaries even though the nature of the enterprise permits limited oversight by the public. The second antinomy suggests that the administrator must anticipate faculty desires, but not that the only responsibility of the dean is to put into effect what the faculty proposes.

Role Conflict and Ambiguity

The dean's role is admittedly middle management and, as such, hangs in a precarious balance. I say that, and then ask—does a balanced object move? In order to prevent paralysis of the school's programs, we need to develop plans and exercise thoughtful initiatives. Experienced deans know that role conflict and role ambiguity are part and parcel of their role. This workshop is of tremendous importance because it can help you become aware of a dean's responsibilities and the essential contribution that deans make to schools of nursing in university settings. Perhaps Sartre was correct in stressing that an intellectual is obligated to give society a bad conscience and to remind us that we are never innocent. As deans we need to be aware that we may indeed be a part of the inconsistencies we try to manage.

Because schools and colleges are part of the university mosaic, the dean must somehow remain supportive of the larger mission and the university as a whole. This points to another paradox illustrated by the Janus principle. The dean's role requires looking in two directions simultaneously—as an advocate of the school and of the university. Issues often tug and pull at each other. For instance, at the request of our Provost I recently chaired a task group to design a structure for the Dean's Council on campus. In the initial draft of the design, I tried to capture the gestalt for the interaction between the Council and the university committee system. Analyzing the committee system—also called the governance system—I found 33 standing university system committees and 27 standing local campus committees. Needless to say, I thought about Mannheim's (1940) density of events principle and a related principle of general systems theory, that not all events are equally important.

In the introduction to the monograph, Douglas (AACN 1981) identifies the individual as the significant factor in the successful practice of administration. In some respects that suggests another antinomy: the individual is the role and the role is the individual. If we accept administration as a process then other variables—faculty, institution, and situations—are

significant as well. For example, an institutional role, in this case the dean's, is developed independently from the role incumbent. The role expectations are defined as sharply as possible but not so sharply as to prohibit appropriate behavior in terms of need dispositions. The institutional role and expectations comprise the nomothetic dimension while the individual personality and needs disposition make up the ideographic dimension. Being aware of these two dimensions frequently disciplines me to think of the nomothetic dimension and resist the attempt to meet my own needs. I mention the Getzels-Guba model (1957) in the hope that it will help you assess values, qualities, and needs, vis-a-vis the institutional role.

Decisions Affecting Faculty

Personnel administration is another critical function of the dean. Many personnel policies are developed by faculty including appointment, promotion, and tenure criteria; faculty responsibility; faculty workload; and evaluation and merit criteria. Salary administration is becoming increasingly difficult with economic constraints and institution-wide imperatives. During the past year my University severely limited funds for salary increases. The School of Nursing faculty, in conjunction with other University faculty, recommended eliminating merit considerations and only awarding across the board, cost-of-living adjustments. However, the Chancellor's decision for only giving merit increases remained firm. The deans faced the imperative of implementing an administration decision that was contrary to faculty recommendation.

The faculty workloads in schools of nursing may cause our demise by virtue of the burnout and role strain of the job. Faculty are expected to engage in classroom teaching, clinical teaching and supervision, research, service, and more recently, clinical practice. The traditional academic professorial model does not stress teaching as nursing does; in the traditional model research and publication are usually primary and teaching is secondary (Bauder 1982).

A paradox we may have engineered for ourselves is found in our curricular models and faculty organizations. Both are designed to provide high interaction and interdependence among faculty. According to Morris (1981), in most traditional disciplines the professor is expected to work alone without direction or surveillance. This refers not only to planning and presenting classroom lectures and demonstrations, but more importantly, to carving out a unique area of scholarly inquiry for lifetime pursuit. Morris relates that intellectual stimulation is self-chosen, class preparation self-generated, and the discipline necessary for years of reading, study, and scholarly research self-imposed. This freedom in the professorial role has its price—discipline, responsibility, and personal initiative—in essence, a high level of maturity and self-direction. But the traditional disciplines and their strict professorial activities are subjected increasingly to critical review. For example, Dressel (1976) points out that the "university has been heavily and rightfully criticized for placing its own development, and that of its faculty, ahead of its responsibilities to students and to society." The traditional view, in my opinion, places higher priorities on the individual ethic than the social ethic. I cannot fault the benefits of the traditional academic professorial model. However, if we turn to maximizing values for students then we are working to meet one of our primary stated goals, teaching.

Over the years faculty in schools of nursing have identified students as top priority. Now we are seeking ways to give greater emphasis to the faculty activities described by Morris (1981). How do we combine Morris' traditional scholarly model with our concern for students, teaching, and advising; the faculty committee structure; and our human-intensive curricular models?

Time is finite and priorities will have to be agreed upon. Will we curtail the pursuit of scholarship for the sake of other activities? Again, I am reminded of Mannheim's principle of density of events and the increased need for planning that depends upon the deliberate coordination of variables.

From general systems theory we learn that we have many choices. By selecting one choice we alter a wide progression of other choices. The fact that all events are not equally important is just as salient. To relate this in general systems theory terms, the universe is not as important as its critical elements. Individuals make more and more choices. Perhaps we need an Alice in Wonderland as portrayed in *Down the Rabbit Hole*. Alice was the dialectician; she used discussion and reasoning, juxtaposed opposing and contradictory ideas, and sought to resolve the conflicts.

Power and Leadership

Finally, a comment about the concepts of power and leadership. In the interest of parsimony, I like Roger's definition of power as the potential for influence (In Hersey and Blanchard 1982). I use Hersey, Blanchard, and Hambleton's (1978) concept of leadership as an attempt to influence. By the way, I recommend Hersey and Blanchard's new book (1982), especially the chapter entitled, "Situational Leadership, Perception and the Impact of Power." There are many complexities and complications delineating the power of deans as administrators in higher education. Position power is limited by the many constituencies we have to satisfy. As Dressel so aptly points out in his *Handbook of Academic Evaluation* (1976), "power and authority on a university campus, no matter how clearly delegated, ultimately are effective only when acceptable to those to whom they are directed."

I have been studying situational leadership theory by Hersey and Blanchard since 1974. Their theory recognizes task behavior and relationship behavior as two critical aspects

of a leader's style. Situational leadership is based on an interplay among three elements, namely, the direction a leader gives, called task behavior; the amount of socio-emotional support a leader provides, called relationship behavior; and the maturity level the followers bring to the specific task, function, or objective that the group is attempting to accomplish. This framework suggests that followers may be the most critical variable in any leadership event and, as such, their perception is more important than the leader's.

Ability to diagnose the situation, select a theory, and then design a plan of action that has the highest probability of success may be what the role of dean is all about. I find it difficult to evaluate my past experiences and be completely satisfied with every decision I have made as a dean. Some days I remind myself that it only takes 51 percent to make a majority. Conversely, if the probability of the relationship is one, the decision is not worth studying. I leave you with Murphy's "Law of Side Effects" that states "some of the most significant results are always unintended."

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The Dean As Scholar: Clinical Competence, Teaching, Research, and Publication

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The word dean is derived from the Latin word *decanus*, meaning chief of ten. Being a leader of ten is likely to be more difficult than being a leader of hundreds. A leader of ten must prove him or herself to a group of peers and be chosen as the leader based upon tested expertise. The leadership position is accorded to the one who has demonstrated excellence. I would like to believe that the role of dean of a school of nursing is no less a position than a leader of ten and that the chief criterion for the dean's selection is demonstrated competence in the work of the university. If we accept these concepts, then the true dean is a leader.

The work of the university is generating and transmitting knowledge. The dean becomes the leader of faculty by achieving this societal mission, not always by personal involvement, but by understanding the nature of the work and orchestrating faculty efforts to accomplish the goals.

A Historical View

Historically, nursing education has focused heavily upon the transmission of knowledge from other fields. In our early history the primary substantive knowledge came from two sources. The first was the content selected and taught by physicians, the other from ethics courses that actually prescribed proper behavior. Organization of the curriculum mainly involved the administrative tasks of identifying content experts, scheduling classes, and arranging clinical experiences. As nursing education developed and nurses achieved doctoral preparation in educational fields, greater attention was given to managing teaching technologies and the process of learning, rather than generating substantive knowledge. Traditionally, deans received doctoral preparation in the field of education and defined their mission as establishing nursing education within the university. During the last decade the number of doctoral programs in nursing increased and the focus of nursing education shifted to the generation of knowledge as part of the scholarly mission. Since nursing is a practice discipline, the knowledge base for nursing is generated by its clinical practice base. This broadened mission suggests a new challenge for leadership.

Identifying research problems, conducting research, and transmitting knowledge to future generations are the tasks of the university and the school of nursing. Deans who are truly leaders of their faculty possess a knowledge of the clinical practice arena that allows them to generate research questions and thereby further research exploration. Nursing deans must demonstrate scholarly activity to advance nursing and be on par with fellow deans in the academy of the university.

Before you decide that this activity is too big an order, look carefully at how these expectations have been set forward. The dean is not expected to be a clinician, researcher, and teacher in addition to carrying out the responsibilities of the dean's office. The dean is expected, however, to have sufficient grounding in practice, research, and education to be identified as a true leader by faculty and administrative peers. Before exploring how a dean might achieve this ambitious set of requirements, let me offer a word of caution. Not all deanships are alike. Indeed, they differ enormously. While I firmly believe that a dean needs to be well-rounded in the three areas identified—practice, research, and teaching—the emphasis on each will vary according to the academic setting. In considering a position it is important to determine whether your background, interests, and expertise are consistent with the type of leadership required. The requirements of a dean in a undergraduate nursing program located in a small liberal arts college, for example, are vastly different from those in an academic health center with a strong clinical research emphasis. Remember that the pursuit of a deanship should be undertaken from a scholarly perspective.

Building Scholarly Foundations

With this cautionary word, I will share my experiences in attempting to maintain competence as a scholar in the practice, research, and education domains. As I embark on this topic, one more word of caution. No two people are alike.

What I will describe is the way I struggled as a dean to sustain my scholarship; each of you will need to chart your own way. My experience is not meant as a prescription, but rather a personal odyssey that I trust will be helpful as you review your individual situation. Since I am no longer a dean, I am freer to share this with you than if I were still maintaining the role. In that spirit, I will relate some of my personal secrets and trust that they will serve as stimuli for your explorations.

First, no one suddenly becomes a scholar; firm roots are established through long experience. I began my career as a faculty member after completing my doctorate, a pattern somewhat different than many of you have followed. I entered a university teaching career following a variety of clinical practice experiences. My hands-on experiences in acute care settings, a physician's office practice, administration and consultation in psychiatric nursing, and individualized psychiatric practice have been very important to me. This background has been extremely significant in establishing my credibility in the clinical practice domain.

In the university I focused on integrating my clinical background with the research preparation I had gained through doctoral study. As a clinical teacher, I could not divorce myself from active involvement in clinical practice, but consistently found ways of bringing practice, research, and education together. For example, one of my teaching assignments was with graduate students in a catchment area of the city that was predominantly black and poor and characterized by a high incidence of mental problems. My approach was to rely on my interest in mental health, stemming from experience with patients in the state mental hospital system. The clinical and research question that intrigued me was how to maintain chronic schizophrenic patients in their community rather than hospitalizing them. As the graduate students became involved in identifying patients for group therapy, I worked with them as a co-therapist and learned a great deal in the process. I was able to link my clinical practice experience with a set of research questions and, at the same time, serve as mentor to students. This experience leads to maxim number one: if you can find ways of pursuing multiple goals in a coordinated way you will be more efficient and productive. In a similar situation I began to work with pregnant adolescents, an activity that stimulated me to pursue research questions related to families and, particularly, to "normalcy." Students and faculty joined together as a research group and individual students began to build a common substantive base for their master's research. A second principle flows from this experience: if at all possible, work in groups rather than as isolated individuals. The group serves as a stimulus and conscience. You simply have to do your homework to keep up with your peers.

Just as all of this activity was getting into full swing, I was asked to work as a staff member on a grant to develop a proposal for the nursing doctoral program at the University of Illinois. This experience turned out to be invaluable. I developed the rationale for a doctoral program as well as shepherded the proposal through the multiple layers of the university governance structure and the state board of higher education. The project director of the grant was Mary Kelly Mullane, so I had the opportunity to learn under the most expert of coaches. Guiding the proposal through the stages of development meant building a scholarly foundation and developing a strong case that would convince a wide array of skeptics. In this process I prepared and wrote four background papers, which taught me valuable lessons that continued to be useful when I became dean. I will share some of those lessons with you.

The first paper Dr. Mullane assigned called for an outline of the historical roots for planning the doctoral program. The lesson I learned was to articulate in every planning document the dreams and goals envisioned for the program. To be able to point to initial planning documents that included these statements did much to convince critics that the program was not an impetuous idea. The second paper entailed a study to document the need for doctorally-prepared nurses in the Midwest. Deans need to be particularly versed in collecting data that will buttress arguments for academic programs. The goal of the third paper—portraying the status of nursing research—was tricky and oriented me to the Catch-22 predicament in which deans frequently find themselves. On one hand it was important to document the base of knowledge that supported the need for a research-oriented doctoral program. On the other hand, a case had to be made that a doctoral program was needed to advance that same knowledge base.

The fourth paper of the series was a survey of doctoral nursing education in the United States. Preparation of the paper entailed visits to all existing and planned US doctoral programs in nursing. Not only did the experience give me the opportunity to appraise the current state of doctoral education in nursing, but it also allowed me to meet nurse academic administrators and become a part of the key network of fellow deans.

After developing the argument for the doctoral program and guiding the proposal through all levels of the approval process, my next step on the road to a deanship was to assume administrative responsibility for graduate education in the College of Nursing. My responsibilities included the implementation of the doctoral program, which provided me with experience in working with faculty and involving them in a new educational enterprise. In this endeavor I relied on my experience in psychiatric nursing as well as my knowledge of group process from my doctoral preparation in sociology. Orchestrating the work of faculty is both an art and a science. All too frequently this part of scholarly work is ignored or left to trial and error learning.

With this background I was appointed Dean of the University of Illinois College of Nursing. I had not set out to become a dean—all I really wanted to do was research, teaching, and clinical practice. However, when offered the position, I

accepted it as the next step in a natural progression and embarked upon the role with a magnificent sense of freedom. Through the years I asked myself the question, "what's the worst thing that could happen to me?" The consistently comforting answer was "to get back to a teaching and research role." Being a faculty member was my first love. Since my identity was not tied to being a dean, I had the independence to pursue areas that were in need of change.

Now a word about the University of Illinois and its College of Nursing. The College is one of the larger, more complex nursing education programs in the country. As part of a major land-grant university with a research mission and located on a health science campus, the College of Nursing was expected to provide quality education, be a leader in nursing research, and address statewide needs in nursing education. The presence of a university hospital necessitated building bridges between the College's curricula and the practice setting of the hospital. The deanship demanded a scholarly approach to the areas of practice, research, and teaching, although the ways in which scholarship was expressed were far different than when I had been faculty member and researcher.

Scholarly Impact of the Dean

The remainder of my comments focus on how I maintained my orientation as a scholar while guiding the work of the College of Nursing. As a faculty member, my interest in clinical practice had been expressed through direct work with patients. My focus as a dean, however, was upon broader organizational perspectives. Developing linkages between the department of nursing in the hospital and the College of Nursing was an area of intriguing theoretical and practical concern. If hospital-based nurses and College faculty could form a political coalition, they could provide a potential power base of nursing on the health science campus. Bureaucratic organizational structures of the hospital and the professional model of the College constituted two distinct and separate worlds. They were often incompatible. Nurses in the hospital who did not see faculty as involved in a real world grew impatient with the slow decision-making processes of participatory democracy and found security in the familiar authoritarian structure of hospital nursing service. Different orientations to time and the way work was defined were significant roadblocks to linking the two worlds.

When faced with such a challenge the first inclination is to focus upon an organizational model that describes a new set of interrelationships. However, it became clear that an altered structure would do little to change the distinct perspectives of faculty and nursing staff. A review of organizational theory and change strategy led to the adoption of a process model for change rather than a structural model based on the assumption that form would follow function. Then, a strategy was implemented to bring faculty and nursing staff together. An area was identified that was not addressed currently by either group but for which both groups had legitimate concern and authority. This strategy was based on an understanding that when one group feels threatened by another, the inclination of both is to protect boundaries. The first area identified by faculty and nursing staff for joint exploration was care of the elderly. A comprehensive proposal for a nurse-driven system of care for the elderly was developed by a committee of faculty and nursing staff. Identifying an area of common interest that neither side owned, channeled energy into highly productive, mutually satisfying efforts rather than toward the defense of territory. I use this example of a scholarly approach that is useful to the dean in solving practical day-to-day problems.

A key factor in succeeding as dean is being able to step back from the fray and get a conceptual view of the problem that you face. Training as a researcher and scholar provides that essential point of view. There are entirely too many nuts and bolts administrators, both in nursing and elsewhere, who fail to grasp the broader meaning of issues that allows them to deal with problems at a conceptual level. Such administrators constantly deal with symptoms rather than causes and, in doing so, are not truly effective problem solvers. The examples I related earlier of attempts to bring nurses together by building collaborative structures vividly illustrate this.

My background in clinical practice was also invaluable in understanding the clinical practice world and linking it to the academic. In the clinical practice arena, then, my major scholarly focus was to bridge academic and service structures in order to conceptualize and research key problems. In the process I wrote a number of papers that identified major issues.

In addition, it has been personally important for me to maintain islands of time for writing and maintaining my competence as a scholar. In the clinical practice domain I achieved this by writing two editions of a psychiatric textbook. Setting aside blocks of time for writing, for example, four hours a week, helped to sustain my personal sense of competence and integrity.

Active involvement in research is also important to the dean as scholar. Ways in which this form of scholarship is expressed by the dean differ from those of the traditional faculty member. It is absolutely essential that the dean establish a system of data-based decision making. Far too many decisions in academia are made on ill-founded assumptions and argued on an emotional rather than on logical, rational grounds. While I stress the importance of presenting data on rational grounds, I am not so naive that I assume decision making always follows this course. Because we are in a female-dominated field, we must do our homework thoroughly, make a rational argument for our case, and ask for no exceptions.

Areas in which data-based decision making are important are the budgetary process, long-range planning, appraising faculty effort and workload and all other phases of academic planning. At a time when budget cutting is the order of

the day, a reasoned approach is critical. One of the things that concerns me most is predicting the long-range impact of a particular course of action. For example, if you meet budget cuts by reducing support services for academic staff, which on the surface is the easiest way to go, what will be the long-range impact on research productivity? If you decrease numbers of students to maintain favorable student-faculty ratios, what will be the long-range impact on program support and educational quality?

Another area of scholarly work for the dean is appraising the effect of a planned change on the educational program, such as the impact of the 1985 resolution on graduate education. The administrative work of the dean demands the discipline and orientation of a scholar. All too frequently this day-to-day work is not written and shared with others involved in similar efforts.

Finally, I want to touch on the dean's scholarly role in the teaching domain. The dean needs broad knowledge in education. As a dean I always carried a teaching load, preferably at different levels of the educational program. I might participate in an undergraduate seminar one quarter and conduct a doctoral research seminar in another. My orientation toward teaching has always been that of learning from students, while at the same time stimulating them to think about new things. When curricular innovations are explored and planned, faculty must perceive that the dean has a credible research background. My main area of curricular expertise is at the doctoral level. I moved into this area while planning the doctoral program at the University of Illinois. Over the years, I have served as consultant to practically all newly-developing doctoral programs, most frequently by interpreting doctoral education to university administration.

For the future, an area of scholarship that looks particularly intriguing is the impact of the newly-prepared nurse doctorate upon nursing. Since many of you represent that new generation, the future of nursing is in your hands. My major hope is that the tradition of scholarship, coupled with a knowledge of clinical nursing, will be so ingrained in you that nursing will realize soon its full potential in both the worlds of education and patient care delivery.

The Dean As A Person: Rights and Responsibilities

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I read with keen interest the papers by my esteemed colleagues Rheba de Tornyay, Elizabeth Harkins, Julia Lane, Andrea Lindell, Fostine Riddick, and Carmen Westwick in *The Dean as a Person: Rights and Responsibilities* (AACN 1981). I wish the papers had been available twelve years ago before I became a dean. I might have avoided some of the pitfalls.

The jacket of another book, *Deaning: Middle Management in Academe* by Van Cleve Morris (1981), shows a man in academic robe balancing himself on a tightrope. He is surrounded by dark clouds, lightening, and thunderbolts. Below him are open-mouthed alligators with long, sharp teeth as well as other beasts with eating utensils; not exactly a tranquil, peaceful scene. One shudders to think what will happen if the dean makes a false move and falls down, down, down. This graphic illustration depicts the life of a dean in a present-day university!

My view of the dean as a person has been shaped by my experiences as a student, public health nurse, teacher, head of a teaching area, assistant dean for graduate education, and dean. My tenure as professor and dean has spanned twelve years at a large midwestern land-grant university with a strong research, teaching, and public service tradition.

The University Culture

Before I talk about the dean as a person, you have a right to know my views about the university as a societal organization and the role of dean within it. The dean serves at the pleasure of the chief administrative officer. In my institution, the University of Wisconsin-Madison, the appointment of a dean is generally for a five-year term with a review before reappointment. There is no job description for the dean. After I had been a dean for five years, I approached the Chancellor for the evaluation that had been mentioned to me at the time of my appointment. The Chancellor laughed and said, "Val, you don't know it, but we're evaluating you everyday." At the end of a decade, I again approached the Chancellor about continuing in the position of the dean. This was a new Chancellor, a man with whom I had worked when he was Associate Chancellor. "How old are you," he asked. "Sixty," I replied. "I think you'll make it," he said. So much for evaluation. Of course, one monitors and evaluates oneself all the time.

The general view on campus is that the dean of a school or chair of a department is first and foremost a faculty member on temporary loan to an administrative office. When I reviewed the current deans on my campus, I found that eight were appointed from within the college or school and four came from outside the University.

Universities do not make long-term personal commitments to administrators. Individuals in administration are regarded as expendable if institutional needs are not met. Because a dean's position is tenuous, it is absolutely essential that potential deans negotiate tenured faculty positions at the time of their appointments. Dynamic schools of nursing require renewed leadership. Limited terms for deans may be healthy for an organization. A school of nursing is not known in academia for its dean but for the quality of its teaching and scholarly productivity. The dean is not the star; individual faculty members are the stars.

The most difficult task for a prospective dean is to learn about the nature of the university and how it really works. The university is a complex, socio-political, pluralistic, egalitarian organization with multiple functions; its responsibilities shift in response to society's needs. After more than a decade of administrative work, I am still learning from my administrative and university community experiences. It is desirable for a new dean to learn something about the history of the school, the university, and the community. Each school or college has its own history, its own mosaic and patina of goals achieved and problems unresolved.

The university is a community of scholars—imaginative scholars—stimulating each other and freely determining their activities. The question is, what conditions will further the growth of creative faculty who will successfully govern

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the university or school of nursing? Schools of nursing are not alike and neither are groups of faculty. The make-up of the faculty within a school is unique and the conditions appropriate for scholarly activity in one setting may not be appropriate in another.

The dean serves many constituents: students, faculty, administrators, and alumni. The expectation, especially of faculty and students, is that the dean will be fair, just, and impartial in every decision affecting them. Alumni should be recognized as valuable allies, resources, and supporters. When major changes occur within a school, it is important to let alumni know early on.

The university is not a business. In universities people are more important than inanimate objects, policies, and procedures. Walker states (1979), "At the heart of the moral vision of the university is the centrality of the individual. The belief that operates as a conscious and unconscious dynamic is that the individual celebrating his or her own intelligence through industry informed by moral vision will make the best contribution to the university and to the world."

Within a university, a democratic perspective about decision making is imperative. No dean will survive for long if crucial decisions that affect the faculty are made unilaterally without their knowledge and consent.

Deans are individuals who come in a wide variety of personality types, shapes, and sizes, and who have singular educational preparation and professional and personal life experiences. There is no consensus about a prescriptive pathway to becoming a dean, specifically an effective one. There are no rules or commandments—thou shalt do this or that. The best career route to a deanship according to Hall, Mitsunaga, and de Tornyay (1981), is slowly progressing in a top-ranked school. I tend to agree with them.

School of Nursing Culture

What have I learned about the dean's rights and responsibilities during the last decade? The personal role is difficult to differentiate from the administrative role. Certain premises affect the dean as a person within the school of nursing. The first is that a school of nursing is a society of mutual confidence and trust. Schools function on the premise that individuals should be consulted before decisions that affect them are made. Another premise is that schools are composed of individual scholars, each with equal and unassailable rights. All these factors have a major impact on the rights, responsibilities, style, and work of a dean.

I can say unequivocally that the dean is a human being with all the potential strengths, foibles, and majesty of any human being. Deans as individuals have their ups and downs, good meetings and bad meetings, bright days and dull days. Over time, it is the average level of performance that counts.

The dean of a school of nursing occupies a position that is highly symbolic in good times and bad. According to Walker (1979) "one of the mistakes that administrators make is to fail to recognize the extent to which praise, appreciation, and support come to them not because of their special qualities as human beings, but because of the office they occupy. It is the office to which people pay deference and burn the incense." Similarly, when the dean comes under attack, it is really the office more than the person that is under fire, even though the exercise may be highly personal.

The dean is the symbolic leader of the school of nursing. For example, the dean communicates the needs of the school to university officials, fights for resources, conciliates with irate parents whose daughters and sons were not admitted to the school, and represents the best interests of the school and the university to legislators at local, state, and national levels, as well as to the general public. The dean's visible presence is felt in any meeting of constituents of the school, whether students, faculty, or alumni.

Occasionally when a particular school goal is not being attained, I may assume the chair of a committee. I may achieve satisfactory results from this committee where others fail, not because of my superior skill but because of the authority of my office.

How a dean communicates with faculty, students, and others is an important aspect of administrative style. For example, I limit my use of memos. Most of my communication is by telephone or, preferably, in person by visiting the individual's office or having the individual come to mine. Openness and full disclosure of information is essential to my style. I am simple and direct in my language. Over time one gets to know how individual faculty members convey information, ask questions, or pose problems.

Walker states (1979), "Some wag once remarked, 'Confidential in a university means something you discuss with one person at a time.' Universities are whispering galleries." There is really no place for secrets in a school of nursing. For satisfactory communication to take place in a school of nursing, repetition is essential, summaries are critical, and all avenues of communication should be used deliberately.

A word about writing style. Fielden (1982) admonishes administrators, "By learning to control your style and to engineer the tone of your communications, you can make your writing effective." Each style has a different impact on the reader and communicates almost as much as the content of the message. Generalizing about which style is the best in each situation is impossible. My writing style tends to be colorful and perhaps a little too breezy.

Based on these impressions of the university and school of nursing cultures, let's look at rights and responsibilities of the dean as a person.

Rights and Responsibilities

The dean as a person has a *right to a life separate from deaning*—with family and friends in leisure activities, hobbies,

church and social clubs, fun and fitness programs, cultural events, and travel.

According to Whitehead (1929), there are two kinds of intellectual enjoyment: the enjoyment of creation and the enjoyment of relaxation. They are not necessarily mutually exclusive. The appreciation of literature is really creation. Whitehead states that the written word, its music, and its association are only the stimuli. The vision that they evoke is our own doing. He writes, "No one, no genius other than our own can make our own life live" (ibid.). The dean's life is more than the position she or he holds in the school of nursing. To become a complete person, the dean needs the enjoyment of creation and the enjoyment of relaxation.

As the academic year begins, I have a pocketful of tickets for the symphony, theatre, dance, travel, and conservation lecture series. I have long since given up the ritual of waiting for others to join me. I enjoy my company and don't mind attending events on my own. I have discovered the pleasures of solitude and learned the lesson that one's own company may not only be sufficient but sometimes preferable. Travel is of special joy and interest to me as I am inquisitive about other people, their land, way of life, and culture. My original plan was to start travel after retirement but, luckily, I came to my senses and now travel outside the continental USA every year. With the difficulty I now experience in travel, waiting for retirement would have been a disaster.

The dean has a *responsibility to self to take all measures to stay healthy and develop an upbeat frame of mind.* Nothing is to be gained by a pessimistic view of the university, its workings, and the community in which it sits. Universities and schools of nursing are not perfect. Neither is the world.

Administrators are not usually selected because they are brighter than other people. In my interactions with faculty members I note that they are talented, sensitive human beings, many with more basic intelligence than I possess. A hallmark of my administrative experience is to find the best qualified, most intelligent faculty and academic support staff to join the School. I am not threatened by another's intelligence but welcome it to the common good. The associate deans with whom I work can administer the School and do so in my absence. I trust their judgment implicitly. The four deans in the School meet every week for several hours to discuss problems, share information, and seek guidance from each other. The talk is direct and no-nonsense in style. Disagreements do occur but are usually resolved with additional interpretation of an issue or problem. The administrative team is well-balanced both in personality and fields of preparation.

The dean has a *right to manage proactively on behalf of the university and the school.* The dean serves a majestic enterprise larger than she or he. The dean's affiliation is with the university and for what it stands.

The dean has a *right to express an opinion, to have strong feelings about an issue, and to propose solutions to a problem.* However, a dean should not be so wedded to one particular solution that other individuals or groups are discouraged from developing their own. When people feel that their decisions really count and when appropriate structures have been developed to encourage their involvement, people solve their own problems. Because the dean's job is proactive, it is essential that the school have a sense of direction. The direction may change from time to time but the dean is responsible for keeping things moving toward the goals.

The dean has the *right and responsibility to obtain help from others on campus to resolve an issue or solve a problem.* I make wide use of the talents, skills, and insights of all the academic and support departments of the University. I also call other deans and academic chancellors freely for help in the solution of a vexing problem. Information is exchanged but the dean must have confidence in his or her judgment. I usually write a short note of thanks if I receive a goodly amount of assistance. I send a copy of the note to the Chancellor. And I have been known to deliver a bottle of wine on special occasions to show my appreciation. I take note of the achievements of my colleagues in administration and may send a note of congratulations upon the bestowing of a distinguished professorship or election to a prestigious professional office.

The dean as a person has the *right to intimacy with another with whom to share the joys, sorrows, and problems that occur in and out of work.* For married deans, the intimate is usually the spouse. For unmarried deans, the intimate is better found outside the work setting. If that is not possible, the intimate might be another administrator of top ranking within the school. Judgment and discretion should rule here.

The dean as a person has the *freedom to make mistakes.* And part of trusting others is giving them the same freedom. I have found that if I make a mistake, it is good sense to acknowledge the error rather than to try to overlook it, especially if faculty, students, or staff have been affected. The dean has to learn to accept criticism from any and all quarters from time to time. Criticism is a fact of the dean's life. Being receptive to criticism creates a climate in which people feel free to complain and do so. Usually I find the criticism is related to a problem that needs to be solved.

Several years ago the School had more students registering for clinical courses than it could accommodate in orderly progression. In such a situation, the seniors received first priority. But there were many disgruntled and complaining sophomore and junior students. In attempting to solve the problem, the deans used the term "lottery" to describe the means to select students for the remaining clinical places. The students would still graduate on time. A wave of criticism washed over the Dean and the School from students, parents, and the media. Concern was expressed by the Academic Vice Chancellor's office, even though all University registration is by scrambled alphabetic order and the various levels of students register on appointed days. The use of the word lottery was costly to the image of the School of Nursing. One irate man in the community called me. "You should resign,"

he said in bellicose tones, "for mismanaging the School's budget. You are not fit to be the Dean."

Every dean's job has aspects that trigger anxiety and psychological discomforts so compelling that the dean has to seek some measure of relief. A dean's most effective response is to make a direct attack on its source. Some time ago I was negotiating with a prospective faculty member and her spouse for faculty appointments within the School of Nursing. The preliminary discussions took a long time as we discussed salary, tenure, office space, research space and support staff, computer time, moving expenses, the spouse's appointment, and the like. The hot, muggy summer rolled on. I felt myself slipping into a stupor over the demands and our inability to meet them although the tenured faculty in the School were quite clear in wanting to recruit the star. I felt the tension and anxiety within me rise. I approached the Academic Vice Chancellor. I explained that, while usually I am able to dance with a prospective faculty member until negotiations are complete, in this particular situation my energy was low. The Vice Chancellor, his eyes merry, leaned back in his chair, studied me intently and said, "Val, are you sure the prospective faculty member has asked you for everything? Has she asked about parking tickets? How about football tickets?" That meeting refreshed me to continue the negotiations to satisfactory closure.

The dean has a *right to self-defense*. Administrators are entitled to defend their actions, positions, and beliefs the same as any other citizen.

The dean as a person has the *privilege and responsibility to help faculty and staff achieve their goals*. This may take the form of guidance and counselling regarding future roles and positions; recommendations for appointment to committees at the university, state, and national levels; reference letters; encouraging further education; and assistance in seeking funds. Attention needs to be paid to academic staff as well as to faculty in this regard.

A dean, for example, may be very helpful to a faculty member who aspires to become a dean by encouraging attendance at all university faculty meetings and by recommending the individual for membership on significant university committees and as a National League for Nursing accreditation visitor.

At times, the dean may ask: "How did I get into this mess?" Don't worry. The low-belly feeling will pass with the next day's work. It is well to keep in mind that the trouble at hand does not mean the world is coming to an end although it may seem like it at the time.

A word about the image of the dean. I have not been successful in being perceived as a dean. Some people have it, some people don't. Several years ago, I received a telephone call from a physician who wished to set up a library memorial fund in the School of Nursing for his beloved wife of forty years who had been a nurse. Arrangements were made for him to come to the School that afternoon to talk about the details. When he walked into my secretary's office I happened to be answering the telephone since she was out. I motioned him to sit down while I completed the call. I then introduced myself and extended my hand in greeting. He looked at me in absolute amazement, arms akimbo. "You are not the Dean!" he said in a full emphatic tone. "Yes I am," I countered. "You are *not* the Dean," he again exploded. "Yes, I am," I reiterated in a challenging tone as I led him into my spacious, well-appointed office. In a year or so, he endowed the School with a $10,000 bequest for the library. I was finally able to convince him that I was, in fact, the Dean!

This incident was not the first to warn me that something was wrong about my image as dean. Amid squeals of laughter from students and faculty alike, I have been known to tap dance to the tune of "Tea for Two" at the annual Christmas party. At our last event, I spearheaded a fantastic performance of the deans with pompons in a high-kick routine depicting cheerleaders at a football rally. Our cheeks were red and we were blowing hard. The image of the dean has eluded me successfully.

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The Dean As Colleague: Dean, Student, Faculty, Administrative Relationships

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While preparing this paper I mentally examined the word "colleague" and the various facets of the dean's role as a colleague, just as one would look literally at every aspect of a product before buying it. I found one humorous use of the word—many letter writers use the salutation "Dear Colleague" when they are requesting a favor, such as completion of a questionnaire, donation of funds, service on a committee, or recommendation of a new course. In these instances the correspondent defines colleague in a broad sense; other writers restrict the use to their peers, for example, other deans of nursing, midwives, or staff nurses.

According to the *Family Word Finder* (Reader's Digest 1975), synonyms of colleague are confrere, associate, fellow, partner, co-worker, fellow worker, confederate, teammate, collaborator, and mate. This same source lists antonyms of colleague as rival, competitor, opponent, adversary, and antagonist. While papers in Volume III of the monograph series (AACN 1981) allude to the antonyms, I want to emphasize that the dean must work consciously toward creating an environment of collegiality. In each category of potential colleagues—deans, faculty, students, and administrators—the dean will have both advocates and opponents. To survive in academia the dean must learn to accent the positive and eliminate the negative. To be accepted as a colleague the dean must be a diplomat, see things in perspective, practice patience, and cultivate a multitude of virtues. However, as Merton states (1969), "leadership does not, indeed cannot, result merely from the individual traits of leaders: it must also involve attributes of the transactions between those who lead and those who follow."

My perspective is that of the dean in a private religious institution. My title as executive of academic units of nursing in both Missouri and Illinois has been chairman of the department of nursing. In each institution there has been two layers of administration between the chairman's position and the president's. In the Missouri setting the Department of Nursing was a major part of a struggling liberal arts college. In my present affiliation, the Department of Nursing is located in the College of Liberal Arts and Sciences within a university. For some administrative interactions the lines of communication have followed the organizational chart, while others have been more fluid and flexible.

The role of chairman of a nursing department is somewhat ambiguous. The individual has the responsibilities and authority of a dean of a professional school, comparable to those of an academic dean, but not the title. Knowles (1970) describes the position of department chairman as "one of the positions within an academic institution that is regarded as a faculty position and yet carries heavy administrative responsibilities. This is a key position inasmuch as the degree of excellence with which this office is administered is vitally important in determining the degree of excellence of the department itself." My responsibilities in the two institutions in which I have been academic administrator were those of a dean in one and chairman in the other. In my first position I was considered an administrator and ineligible for tenure. In my present chairmanship I am a faculty member and eligible for tenure.

One factor that may affect the colleague relationship, directly or indirectly, is related to the selection and appointment of the dean. If faculty play a major role in the selection, the dean will need to maintain an extremely strong collegial relationship with faculty in order to survive. If, on the other hand, the appointment is made primarily by administration, the dean may have stronger collegial ties with members of this group. In most institutions there is a balance between faculty and administrative input and the effective dean has the support of both groups.

In nursing circles the executive of the nursing program may be called dean, chairman, director, head, or other similar title. State and national accrediting agencies also treat the titles as synonymous and require the executive of the nursing unit to assume certain responsibilities. Hereafter in this paper the term dean is used to denote the executive regardless of title.

Relationships with Deans of Nursing and Other Disciplines

In the American Association of Colleges of Nursing deans of nursing programs provide each other with excellent collegial support systems. The development of collegial relationships with other deans within the state and at the local level is also of great benefit. Discussions that deans have with colleagues at professional meetings can be as important as the papers that are presented. Colleagues in positions similar to yours can serve as great resources by providing support in times of stress, by strengthening the goals of nursing, by being honest critics, and by becoming some of your best friends. All of us consider ourselves leaders. If we work as colleagues with leaders from other areas of nursing, we can become the movers and the shakers who change the image of nursing. Currently there are many antagonistic relationships in the leadership ranks of nursing. In the area of nursing education alone, we are rivals in the recruitment of students for baccalaureate, diploma, and associate degree programs. However, in other areas of nursing we are colleagues when we serve together on committees in professional organizations or mutually pursue research projects.

The development of colleague relationships with deans from other disciplines in your institution provides another valuable and necessary resource. For instance, two or more schools may share the use of faculty, equipment, and facilities. However, beware of being used. There are times when the dean must protect the interests of faculty and students from aggressive deans of other schools. This is especially true if nursing has many students and other schools are looking for students to fill their classes. Always be ready to protect the nursing curriculum and the interests of nursing faculty. Let me share a personal example. The School of Education has been experiencing a rapid decrease in students over the past few years. The Dean of Education approached me on several occasions seeking a merger of the Department of Nursing and the School of Education. This would have given the faculty in Education the opportunity to teach two graduate courses—curriculum construction and methods of teaching—leaving nursing faculty to teach the expensive clinical practicum courses. Since neither nursing faculty nor I could see any advantages for nursing from such a merger, we have not pursued the issue. However, I have maintained colleague relationships with members of the School of Education so that a communication system will be in place if an occasion ever arises for mutual sharing that is beneficial to both parties.

The dean must be visible and communicate with various groups on campus. Attendance at meetings, sports events, workshops and seminars, concerts, plays, the president's annual reception for faculty and staff, special and regularly scheduled convocations, and award ceremonies for students and alumni can enhance a dean's collegial relationships. Sometimes the dean will find it helpful to attend unusual functions to develop new interests and neutral topics of conversation. These allow colleague relationships to be established on "safe" territory.

Relationships with University Administrators

The dean must develop and nurture relationships with central administration. For day-to-day operation of the school, relationships with the immediate superior are important. For other activities, a different chain-of-command operates. In my setting, contracts with clinical agencies are initiated in my office, then the Treasurer of the University reviews the new contracts, and finally the Vice President/Dean of Faculty and I sign the documents. Good relationships must be maintained at each level.

When a school is preparing for an accreditation visit from the National League for Nursing, it is essential that the dean meet with all administrators in the organization whose responsibilities relate to nursing. During these meetings an exchange of ideas and a discussion of the self-study report are helpful. The dean should make it a practice to keep university administrators informed about any and all issues in which they might become involved. As one of my faculty colleagues observes, "Don't let your boss be caught off guard."

Relationships with Nursing Faculty

According to Corson (1970), an important contributing factor to a close-knit relationship between the dean and faculty is the eligibility to belong to the same scholarly and professional organizations. The interpersonal relationships among faculty and between the dean and faculty may facilitate the election of a faculty member or the dean to a campus or community organization by use of block votes. The health and growth of the nursing school will benefit from the recognition of this united action both within the university as well as in professional organizations. Nursing is usually the best organized unit on campus, but colleagues in other disciplines on campus never know this if the dean and nursing faculty isolate themselves from the rest of the university. Typically, academic units in the university setting tend to be segregated. Faculty clanishness in each discipline seems proportionate to the size of the university.

As future deans of nursing schools you need to mix with faculty from other disciplines as well as with nursing faculty. You need to establish support groups. You need to become known on campus and respected for your personal and professional qualifications. This is part of building a foundation that will allow you to lead. Without the support of nursing faculty a dean is impotent in moving the nursing program forward. If the dean does not have support from other disciplines as well, it will be impossible to steer new programs or changes in nursing through university approval channels.

In a warm collegial atmosphere there can be a stimulating exchange of ideas. Many faculty members and I exchange articles about issues and trends in nursing to both read and discuss. Deans and faculty alike need formal and informal lines of communication to keep up-to-date and to grow.

The dean and faculty also share collegial relationships with health care agency personnel. The most effective contracts negotiated between the dean and the vice-president or director of nursing in a health care agency can be destroyed by a faculty member's interaction with nursing staff. Within the last year I was requested to either remove an instructor from a health care institution or lose the contract with the agency. While I had heard rumblings from several faculty members regarding the problem before it came to a head, the faculty member involved did not seem to know she had a problem. In this situation it seemed appropriate to exercise patience and wait until information was received through formal channels before acting.

In many institutions deans are appointed for a specified number of years, usually varying from three to five. At the end of each term the dean is evaluated by faculty before being reappointed by administration. Evaluation can be a healthy, stimulating experience for the dean who is receptive to constructive criticism. The advantage of a specified term of appointment is the opportunity it provides to accomplish changes before being evaluated. Annual evaluations can create a hardship for new deans by forcing them to win faculty and administrative support in a very short period of time. It takes time to learn the responsibilities of the position and for faculty to adjust to the administrative style of the new dean. The dean must earn the respect of faculty to be considered a colleague. How this is accomplished will depend as much upon the leadership style and personality of the dean as upon the receptiveness of the faculty.

As an ex officio member of all committees, the dean must determine which committee meetings to attend and how much to participate. Attendance and participation in major committee meetings chaired by a faculty member can be a stimulus for collegial sharing between faculty and the dean.

Relationships with Students

The National League for Nursing accreditation criteria, state board regulations, and student government bylaws recommend that students be members of school committees. Students usually have voting privileges on most school and university committees that are equal to those of faculty and dean. Chickering (1969) supports this when he advocates that universities provide an environment for student growth from adolescence into adulthood.

The dean can be considered a colleague of students by participating in student-sponsored bake sales and other types of activities directed toward class or school goals. It is my philosophy to attend student-planned events, even when I think the event has been poorly planned. I recently attended such an event. A first year graduate student had been given responsibility to plan a dinner party for the graduates of the master's program. This student worked as a committee of one, not seeking assistance from classmates or faculty until the last minute. As a result the student scheduled the party at a very expensive restaurant whose prices prevented some students from attending. Still, I felt it was my responsibility to support the student by attending the event, and at the same time, plan to provide faculty guidance for the activity the next year. Both deans and students must learn from mistakes and change behavior accordingly. This student will learn to seek assistance with future events.

As a faculty member and as chairman over the years, I have participated in many student activities. When I conducted a study a few years ago to determine faculty involvement in student activities in diploma programs, I was shocked to discover the *lack* of faculty involvement. Student potential that is not readily observable in classes or clinical settings may be demonstrated in non-academic affairs. Faculty and deans who participate in these activities may develop different expectations of the student.

As a professional colleague, I enjoy listening to what our graduates are doing in their various jobs. Research in nursing and the delivery of good nursing care are important to me. Hearing what students, graduates, and faculty are learning and doing in clinical agencies and classrooms is very stimulating!

Not all the duties of the dean are pleasant, however. One of the unpleasant ones is to dismiss a student from the program. In this role the dean is not a colleague, but may assume that role if the student needs assistance in helping parents see things in a different perspective. At other times the dean must be the advocate colleague for students in their relationships with faculty and for faculty with students. Probably many students and faculty are unaware of the support they receive from the dean, but it is support freely given.

Deans need all the help they can get to be personally fulfilled and truly successful as administrators of nursing programs. At times a dean will be the colleague advocate for students, faculty, and other administrators. At other times there may be collaboration with members of a group to accomplish specific goals. Regardless how often the dean thinks that a job could be accomplished more efficiently as a committee of one, the theme song of the dean must be "No Man Is an Island."

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Challenges For Nursing Administrators

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When I was asked to do the wrap-up session of this workshop and advised that the topic was challenges for nursing administrators, I wondered what more could possibly be said on the subject. You have spent the last two days listening to experts share their experiences about the dean as administrator, the dean as colleague, the dean as scholar, and the dean as a person. Prior to your arrival at this workshop, you had already delved into the literature on deaning and formulated some of your own ideas about the role.

To maintain one's equilibrium while attempting to balance the four role components described is challenge enough, I dare say, even though each cannot be equally emphasized and performed at a single point in time. However, when someone is able to master all four, does the challenge of the decanal role diminish? The answer to that question is a most emphatic "yes, *if*," and I emphasize the qualifier *if—if* deans as individuals remain static and *if* both the internal and external environments in which deans interact remain constant and unchanging. As we all know, that clearly is not the case.

Each year, each month, each week, and, yes, even each day, bring events that test a dean's ability to perform with efficiency and accountability. Of even greater importance to the dean who strives to perform with vision and with flair, is the art of anticipating and preparing for such events.

Relevance of Collegiate Education

As I consider both the internal and external variables that influence academic nursing, I believe that the most pressing challenge facing deans, now and in the future, is reaffirmation of the relevance of collegiate education in nursing. While the value and premise of collegiate education for nurses have often been questioned, nursing has never in history been under such direct attack as it is today. A cursory glance at the literature about the American Nurses' Association 1985 Resolution reveals that the majority of authors are quite opposed to the concept. The Resolution has provided fertile ground for the promotion of rhetoric both extolling and deploring our multi-varied system of nurse education. Regrettably, the rhetoric opposing baccalaureate education for nursing seems to exceed that in support of it. Allow me to cite a few articles as examples.

In an article entitled, "Playing with the Entry Requirement: A Game We Can't Afford," Chionski and others ask (1978), "Is it necessary for a nurse to have a baccalaureate degree to provide quality, professional health care?" The authors compare the number of graduates from diploma, associate degree, and baccalaureate programs; attrition rates of these graduates from the hospital work force; state board examination scores; and hours devoted to hands-on care in the respective educational program. All indices favor the diploma graduate. The authors close the article by stating:

> We, as diploma nurse educators, have proven through feedback from employer questionnaires that our graduates meet the standards of professional nursing. We believe that diploma schools have been caught in the middle of a power play by the nursing hierarchy and the institutions of higher learning. Who will be the loser? Certainly the consumers; and in all probability the nursing profession. (ibid.)

In March 1980, *RN Magazine* published many of the same data in "Is the BSN Better?" (Zarett 1980). In this article Zarett refers to an 11 item questionnaire sent to 323 directors of nursing in acute care hospitals of whom 154 returned usable responses. The author reports that, compared to baccalaureate and associate degree graduates, diploma graduates received top scores on 9 of the 11 items. She does point out that "no matter how painstaking the methodology of this research . . . it remains a survey of the opinions of the directors of nursing rather than a direct measure of nursing performance." The author then discusses the second component

of her study, performance on state board examinations. Overall means for both 1977 and 1978 examinations placed the diploma graduate first, the associate degree graduate second, and the baccalaureate graduate last. Zarett concludes that

> although this study applies only to the state of Pennsylvania, it is certainly sufficient to discredit the idea that a baccalaureate nursing program is inherently better than diploma training. . . . If the facts I discovered hold true throughout the nation, mandating the baccalaureate would clearly be a terrible mistake. In fact, it would actually make more sense to mandate the diploma. (ibid.)

I am sure that most have seen the recent attack on nurse education, specifically baccalaureate nurse education. Written by Alice C. Ream, a retired nurse educator, it appeared in the October 25, 1982 issue of *Newsweek*. While the article is loaded with inflammatory statements, allow me to quote one highly derogatory section:

> In the past, a newly graduated nurse could walk into any hospital in America and be fully functional in a few days. All she needed was orientation to surroundings, regulations, and equipment. Then, in the 1950s nursing education underwent a drastic change. Except in America's remaining three-year hospital-diploma schools, students are now drenched in academic courses and gypped in skill training. This is especially true in the costly baccalaureate programs whose priorities now seem to be power and prestige. The move to produce a "professional" nurse has demeaned skill training as unworthy and unnecessary. (Ream 1982)

Just recently I received the results of a survey conducted by the Ohio League for Nursing (1982) to assess response to the National League for Nursing (NLN) position statement on nursing roles (1982). Questionnaires were mailed to all Ohio League members and 35 percent responded. Items were coded on a four point scale—strongly agree, agree, disagree, and strongly disagree—and were collated according to respondent's employment designation. The categories and the number of subjects in each were: nurse educators-105; nursing service-33; staff nurses-4; other RNs-32; hospital administrators-12; and a basket category, other-7. Weighted means for the total group in support of the NLN statement were 2.37; opposed to the statement, 2.64. A review of the data by employment categories illustrates interesting comparisons between strongly agree and strongly disagree responses.

Employment Categories	Percent Strongly Agree	Percent Strongly Disagree
Nurse Educators	37	36
Nursing Service	53	6
Staff Nurses	50	25
Other RNs	34	13
Hospital Administration	0	92

You may wonder why I have taken the time to present the foregoing information. Clearly the authors of the articles cited are biased in their orientation. The study does not identify nurse respondents by educational preparation or place of employment. My intent, of course, is not to discuss the merits of the argument, the data, or the methodology; I shall leave that to others more capable. Rather, I want to focus on a critical responsibility of academic nurse leaders: strategic, creative planning that demonstrates institutional viability and ultimately promotes, if not ensures, survival of baccalaureate and higher degree programs.

Why are these articles and others like them important? Simply stated, they reflect the thinking of groups that constitute a significant segment of our external environment. These articles are read and discussed by university administrators, politicians, lay groups with an interest in health care delivery, and health practitioners.

Changing Educational Scenario and Strategic Planning

America's colleges and universities have arrived at a critical point. Educational demands due to shifts in the student population are changing rapidly and the fiscal situation grows increasingly tight. Higher education needs to be prepared to change rapidly, shift resources, innovate, and improve while simultaneously trimming costs and expenses. Baccalaureate and higher degree nurse education programs are obviously not exempt from the pressures faced by their parent institutions. In many instances, we are relatively new in the organization, are viewed by colleagues as different, and do not possess the power and status of some other health care disciplines. For these reasons, we are frequently the most vulnerable to program reduction or elimination.

When one couples the current crisis facing institutions of higher education with the mounting disagreement concerning educational preparation for professional nursing, one concludes that the situation is potentially explosive. Such a situation demands strategic, creative planning on the part of academic deans and faculty.

Of course, planning is not a new concept. Earlier speakers addressed the importance of planning in carrying out the four major components of the decanal role. However, the planning I speak of is different from the planning in which we previously engaged. During the halcyon days of higher education when money was readily available and high school graduates were knocking at our doors, we planned for enrollment growth, new program development, recruitment of additional faculty, released time for scholarly endeavors, and construction or renovation of facilities. Planning and budgeting were almost synonymous whether the method of budget planning was incremental, zero-based, or program based.

Strategic planning departs from previous efforts in that it focuses on the changing environment of the institution and requires analysis of the threats and opportunities that emerge from demography, economy, political milieu, and changes in technology and societal values. The goal of strategic planning is to match internal and external realities with probabilities. Simplistically stated, it is a pragmatic approach that asks the questions, who? what? where? and how?

External Factors

Let us examine briefly a few of the external environmental factors that might be considered relevant to academic nursing. I have already spoken about the entry into practice issue and the ongoing debate relative to the merits of nursing's various educational programs. A second factor is demography: what effect will the predicted decline in high school graduates have upon enrollment? Will we need to look to a different age group to maintain desired enrollments? If so, what modifications will we have to make in our curricular and instructional methodologies? Certainly changes will be in order if our student mix is more heterogeneous. Adult learners bring experiential backgrounds, attitudes toward learning, and needs different from younger, recent high school graduates. The typical lock-step, highly structured learning environment, generally typical of undergraduate programs, is probably not the best model for the older student or those who enter with undergraduate or graduate degrees in other fields. If we are going to recruit from a different population group, how will we modify recruitment techniques and materials? Can we assume that undergraduate faculty accustomed to teaching the freshman who comes directly from high school will adjust to the new demands of the adult learner? The literature suggests that development programs to assist faculty with role changes will be essential if programs geared to different types of learners are to succeed.

What other demographic variables are operative in your external environment? Is there a significant age shift in the population? Is there a projected overall increase or decline in the population in your city and state? While it is true that institutions of higher education do not prepare graduates solely to meet local community needs, data from a majority of baccalaureate and higher degree programs in nursing indicate that a high percentage of graduates seek employment in the local community. A significant population shift could affect health care delivery needs and thus reduce employment opportunities in selected areas of practice. Will we need to consider curricular modifications to meet these needs?

Are there regulatory factors in the external environment that warrant our close attention? Do you anticipate significant changes in the state nurse practice act? Are revisions of the power of the currently existing regulatory agencies being considered? By whom and for what purpose? Is the issue of institutional licensure a potential regulatory factor that warrants close monitoring? Are there regulatory changes affecting statewide program evaluation, university admission criteria, or student subsidy and loan programs that could alter circumstances within the university?

In my institution, all of these factors are being scrutinized carefully. Statewide program evaluation is being mandated by the Board of Regents and, although each institution may establish criteria and methods that best fit individual needs, there are specific quantitative and qualitative data that must be included in the evaluative process. These criteria are not necessarily the same as those required by accrediting agencies.

In Ohio the first cluster of educational programs to undergo review are those in the health care field. Although a time frame has not been set, I anticipate that programs within my College will be evaluated in relation to other educational programs within the institution and other nurse education programs in the state. How these data will be used internally and externally relative to program enhancement, reduction, or elimination has not yet been articulated clearly.

A fourth group of external factors might be termed technological. What new technologies in education and health care delivery are likely to influence our professional programs? We have already seen the impact of computer technology on both education and service. Students now become familiar with computers in grade school. Are we prepared to build on this skill? Will the advent of cyborgs alter the mix of human health care professionals needed in our socity? Will we, as professional nurses, have to acquire a new armamentarium of knowledge and skills to remain viable?

What of the political milieu in which we function on a national, state, and local level? The political persuasion of those in power will continue to affect government support for higher education and health care, as well we know! As I look back on the past twenty years, it seems to me that nursing has been studied by more groups from more perspectives than almost any other discipline—at times to our advantage and at other times to our disadvantage. However, I would be remiss if I limited my comments about the political milieu solely to governmental agencies. Organized interest groups play a significant role in the politics of a community. Thus, it behooves us to be alert constantly to overt and covert pronouncements issued by these groups.

The final major factors to be considered are economic indicators. While we are familiar with the national economy, we know that disparity exists among the states. Unemployment rates differ by geographic region. Traditional industrial states are losing their industrial base while other states are developing a stronger one. Personal and sales taxes differ from state to state in relation to what is available and what is needed. Per capita income and disposable personal income vary by region. We must consider all of these indices in strategic planning, and many others, since they serve as guides for planning expansion or retrenchment. When the economy is tight, the nursing shortage tends to disappear or at least diminish in severity. When the economy is tight, the cost of higher education tends to increase. If demand for our product is declining and the cost of educating nurses is increasing, how viable is nursing as a unit within the higher education enterprise?

Internal Factors

Let us move now to a superficial examination of the internal environment, a second essential component of strategic planning. For purposes of discussion I shall consider the internal environment of both the nursing unit and the parent institution. An essential first step in analyzing the internal environment is the examination of congruence of mission. When a nursing unit is part of a large university, whose mission is teaching, research, and community service, that unit should collect data to support its accomplishments related to that mission. In addition, other factors need to be considered: qualifications of faculty, faculty productivity in scholarly endeavors, student/faculty ratio, income production versus expenses (cost effectiveness ratio), student enrollment data, attrition rates, program development activities, accreditation status, community service, university activities, external funds, organizational structure, and others. How does your unit compare with other units in the institution on these indices? How does it compare with similar units on a statewide and national basis? Remember my earlier mention of mandated program review!

Do you have a strong and active alumni association? What is your fund raising record? Do you have an endowment? Can you add to it or establish one? How dependent is your program on support services provided by other units? How dependent are other units on you for such services? Do you have strong interdisciplinary alliances? With whom? What political influence do you hold in the university? Is your unit perceived as essential to the mission of the university? To what degree? Why? The list of factors to be analyzed is seemingly endless, but none can be overlooked. In times of declining resources, decisions and subsequent actions are not always rational but, more frequently, political. Thus, it behooves academic leaders to marshall statistical data while simultaneously rallying political resources and influence!

I would add one more major factor to the list—competition. I have saved this factor for last since it involves both external and internal environments. Who are your competitors for students, faculty, financial support, and political support? How is your track record compared to theirs? Can you learn something from them? Can you increase your competitive edge?

I began this paper by underscoring my belief that the most significant challenge for nursing deans is reaffirmation of the relevance of baccalaureate and higher degree education in nursing and the importance of strategic planning to ensure our viability in institutions of higher learning. As I look back on recent events—collegiate schools of nursing closed, threatened with closure, reduced significantly in size, or undergoing review, their fate unknown—I believe my original premise related to our vulnerability is neither overly exaggerated nor dramatized.

In closing, I would like to share with you an updated version of an old fable.

A FABLE

Once upon a time there were two pigs (a third one had gone into marketing and disappeared) who were faced with the problem of protecting themselves from a wolf.

One pig was an old timer in this wolf-fending business and he saw the problem right away—just build a house strong enough to resist the huffing and puffing he had experienced before. So, the first pig built his wolf-resistant house right away out of genuine, reliable lath and plaster.

The second pig was green at this wolf business, but he was thoughtful. He decided that he would analyze the wolf problem a bit. He sat down and drew up a matrix (which, of course, is pig latin for a big blank sheet of paper) and listed the problem, analyzed the problem into components and possibilities of wolf strategies, listed the design objectives of his wolf-proof house, determined the functions that his fortress should perform, designed and built his house, and waited to see how well it worked. (He had to be an empiricist, for he had never been huffed and puffed at before.)

All this time, the old timer pig was laughing at the planner pig and vehemently declined to enter into this kind of folly. He had built wolf-proof houses before and he had lived and prospered, hadn't he? He said to the planner pig, "If you know what you are doing, you

don't have to go through all of that jazz." And with this, he went fishing, or rooting, or whatever it is that pigs do in their idle hours.

The second pig worked his system anyway and designed for predicted contingencies.

One day the mean old wolf passed by the two houses (they both looked the same—after all, a house is just a house). He thought that a pig dinner was just what he wanted. He walked up to the first pig's house and uttered a warning to the old timer, which was roundly rejected, as usual. With this, the wolf, instead of huffing and puffing, pulled out a sledge hammer, knocked the door down, and ate the old timer for dinner.

Still not satisfied, the wolf walked to the planner pig's house and repeated his act. Suddenly, a trap door in front of the house opened and the wolf dropped neatly into a deep, dark pit, never to be heard from again.

Now, there are three possible morals to this story:

1. They are not making wolves like they used to.
2. It's hard to teach old pigs new tricks.
3. If you want to keep the wolf away from your door, you'd better plan ahead.

Roger Kaufman (source unknown)

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PROGRAM SCHEDULE
HAVE YOU EVER THOUGHT OF BEING A DEAN?

St. Louis, Missouri
November 1982

SUNDAY, November 7

8:30 a.m.	Registration and Coffee
9:30 a.m.	Welcome: Sr. M. Jeremy Buckman
9:45 a.m.	*The Dean As Administrator: Roles, Functions, and Attributes* by Phyllis Drennan
10:30 a.m.	Question and Answer Session
11:00 a.m.	Work Groups
12:15 p.m.	Lunch
2:00 p.m.	*The Dean As Scholar: Clinical Competence, Teaching, Research, and Publication* by Helen K. Grace
2:45 p.m.	Question and Answer Session
3:15 p.m.	Break
3:45 p.m.	Work Groups
5:00 p.m.	Day Concludes

MONDAY, November 8

9:00 a.m.	*The Dean As A Person: Rights and Responsibilities* by Valencia N. Prock
9:45 a.m.	Question and Answer Session
10:15 a.m.	Break
10:45 a.m.	Work Groups
12:00 noon	Lunch
2:00 p.m.	*The Dean As Colleague: Dean, Student, Faculty, Administrative Relationships* by Sr. M. Jeremy Buckman
2:45 p.m.	Question and Answer Session
3:15 p.m.	Break
3:45 p.m.	Work Groups
5:00 p.m.	Day Concludes

TUESDAY, November 9

9:00 a.m.	*Challenges For Nursing Administrators* by Jeannette R. Spero
10:00 a.m.	The Deans' Panel: Questions and Answers About Being a Dean
12:00 noon	Adjournment